

Diocese of Alexandria ~ Catholic Schools
Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



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Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

Student Areas

Essential Questions

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

Catholic School – Writing Standards (CS.W)

CS.W.1	Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
CS.W.2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.W.3	Use grammar as a means of signifying concepts and the relationship to reason.

Kindergarten – Writing



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What my students need to accomplish this year:

WRITING STANDARDS

Text Types and Purposes

DOA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
DOA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
DOA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing Standards	
DOA.W.K.5	With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
DOA.W.K.6	With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.
Research to Build and Present Knowledge Standards	
DOA.W.K.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
DOA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten – Grammar



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What my students need to accomplish this year:

GRAMMAR STANDARDS

Conventions of Standard English

DOA.L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
DOA.L.K.1a	Print many upper-and lowercase letters.
DOA.L.K.1b	Use frequently occurring nouns and verbs.
DOA.L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
DOA.L.K.1d	Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).
DOA.L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
DOA.L.K.1f	Produce and expand complete sentences in shared language activities.
DOA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOA.L.K.2a	Capitalize the first word in a sentence and the pronoun I.
DOA.L.K.2b	Recognize and name punctuation.
DOA.L.K.2	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
DOA.L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter-relationships.

Vocabulary Acquisition and Use

DOA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
DOA.L.K.4a	With guidance and support, identify new meanings for familiar words and then apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
DOA.L.K.4b	With guidance and support, use the most frequently occurring inflections and as a clue to the meaning of an unknown word affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less).
DOA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
DOA.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
DOA.L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
DOA.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
DOA.L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

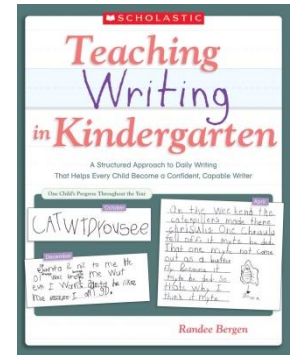
Kindergarten - Writing



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YEAR AT A GLANCE:

Unit	Genre	Big Ideas
1	Teaching Writing in Kindergarten & Pattern Books	<p>Students will apply classroom procedures and routines of writing by:</p> <ul style="list-style-type: none"> 🍎 Writing daily 🍎 Engage students in shared writing with the teacher. 🍎 Share ideas and writing with peers. 🍎 Prepare students to write independently in the very near future. 🍎 Learn and use classroom routines and procedures to become independent writers. 🍎 Model, step by step, how to draw a simple picture and write a one-word label or short phrase to accompany the picture.
2	Opinion Writing & Narrative	
3	Informative & Informative: Letter writing	
4	Informative/Explanatory: Research Personal Narrative Opinion	



TEACHING
Tips

- 🍎 Teach daily focused mini-lessons
- 🍎 Teach one mini lesson per day
- 🍎 Teacher and class involved in shared interactive writing
- 🍎 Students have independent writing time
- 🍎 Share good writing samples
- 🍎 Assign relevant writing topics & writing time
- 🍎 Create writing folders
- 🍎 Use mentor authors/texts to assist with modeling writing instruction
- 🍎 Set individual student writing goals
- 🍎 Collaborative revising with peers

Kindergarten – Grammar












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Year At A Glance

Unit 1	Unit 2	Unit 3	Unit 4
<p>Nouns</p> <p>Adjectives</p> <ul style="list-style-type: none">• Sensory words• Colors• Numbers• Size and shape <p>Verbs</p> <ul style="list-style-type: none">• Present tense	<p>Adjectives</p> <ul style="list-style-type: none">• Size and shape <p>Sentence parts</p> <ul style="list-style-type: none">• Subject• Verb <p>Complete sentences</p> <p>Verbs</p> <ul style="list-style-type: none">• Past tense• Future tense <p>Proper Nouns</p> <ul style="list-style-type: none">• People• Pets	<p>Verbs</p> <ul style="list-style-type: none">• Past tense• Present tense• Future tense <p>Pronouns</p> <ul style="list-style-type: none">• He, she, we, they, it, I <p>Proper Nouns</p> <ul style="list-style-type: none">• Days• Months <p>Questions</p> <ul style="list-style-type: none">• Capitalization• Punctuation <p>Nouns</p> <ul style="list-style-type: none">• Singular / plural	<p>Subject-verb agreement</p> <ul style="list-style-type: none">• Past• Present• Future <p>Prepositions</p> <ul style="list-style-type: none">• for, to, with• in, an, out, off, by

Parts of Speech

	Noun	A word that names a person, place or thing
	Article	Signals the presence of a noun: a, an, the
	Adjective	Describes or modifies the noun
	Verb	Expresses action, existence or occurrence
	Preposition	Shows the relationship between other words
	Adverb	Describes or modifies the verb
	Pronoun	Is used in place of a noun
	Conjunction	Is a joining word, it connects words, phrases or sentences
	Interjection	Is a word, phrase or sound used as an exclamation



Student Goals

Student Goals

Writing time during the first six weeks of school will consist of whole group explicit instruction. Each writing period should be divided into four main parts.

Writing Names

- Students write names on their papers
- Teacher provides sample of student's name to copy from
- If student masters first name before 6 weeks add last name

Drawing a Picture

- Teacher draws a picture, providing step by step directions
- Students copy picture step by step
- Pictures are simple, one word labels that are easy for phoneme segmentation

Labeling the Picture

- Teacher models with labels
- Scaffold labels
 - Beginning letter
 - One-word label
 - Short phrase
 - Short sentence
- Students practice pointing, reading words and confirming that it makes sense

Creating a Closure

- Teacher and student review their work to make sure they completed all parts

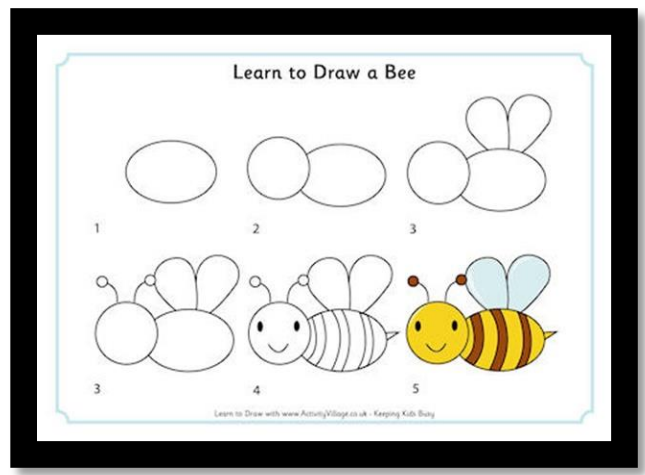
Kindergarten - Writing

Use the pictures below and model how to draw step by step each week

Week 1

bee

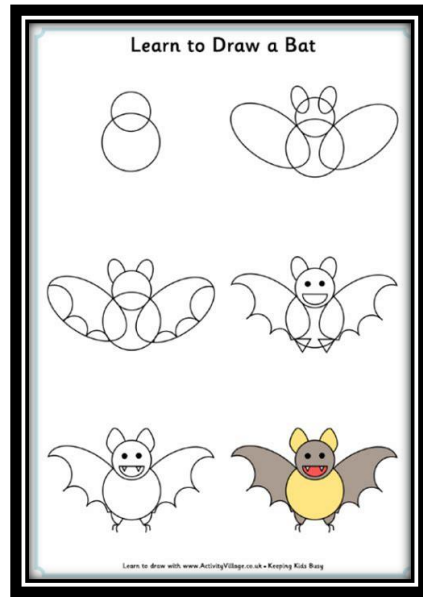
Objective: single phoneme picture



Week 2

bat

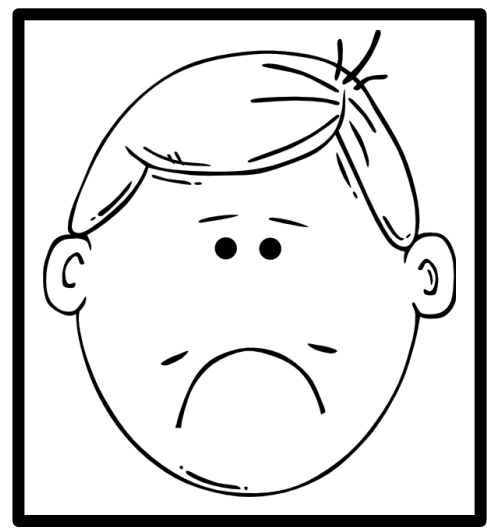
Objective: students already know /b/ sound. Bat encourages simple segmentation.



Week 3

sad

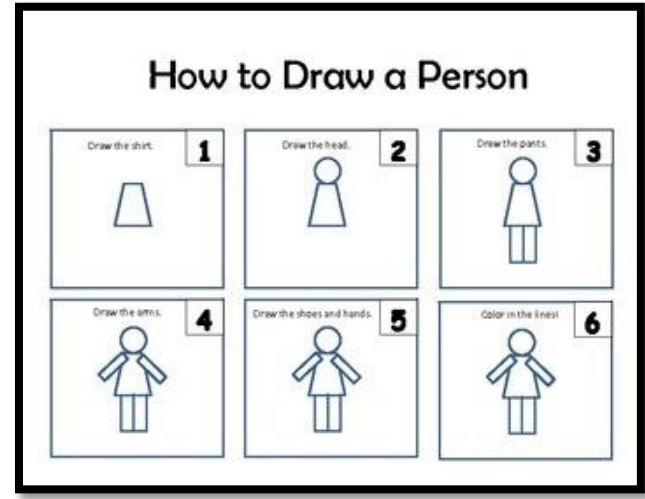
Objective: faces and expressions provide opportunities for different labels. (Example - sad to more complex. The boy is sad.)



Week 4

me

Objective: students will notice the body's structure and details.



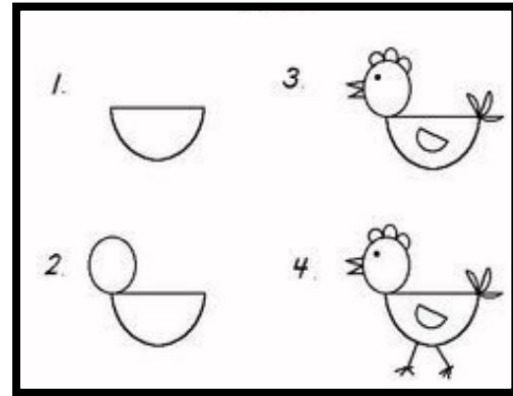
Use the pictures below and model how to draw step by step each week

Week 5

hen

Objective: students practice 2 word phrase labels.

Story of the week is The Little Red Hen. The topic reflects the current anchor text.

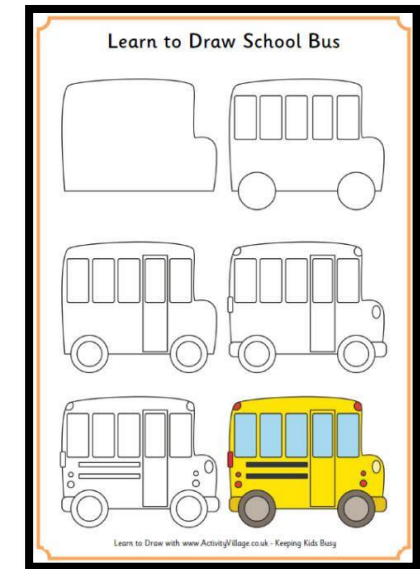


the hen

Week 6

bus

Objective: by the end of 6 weeks students are ready to write simple sentences using both familiar sight words and 1 to 2 unfamiliar words they sound out.



I see a bus.

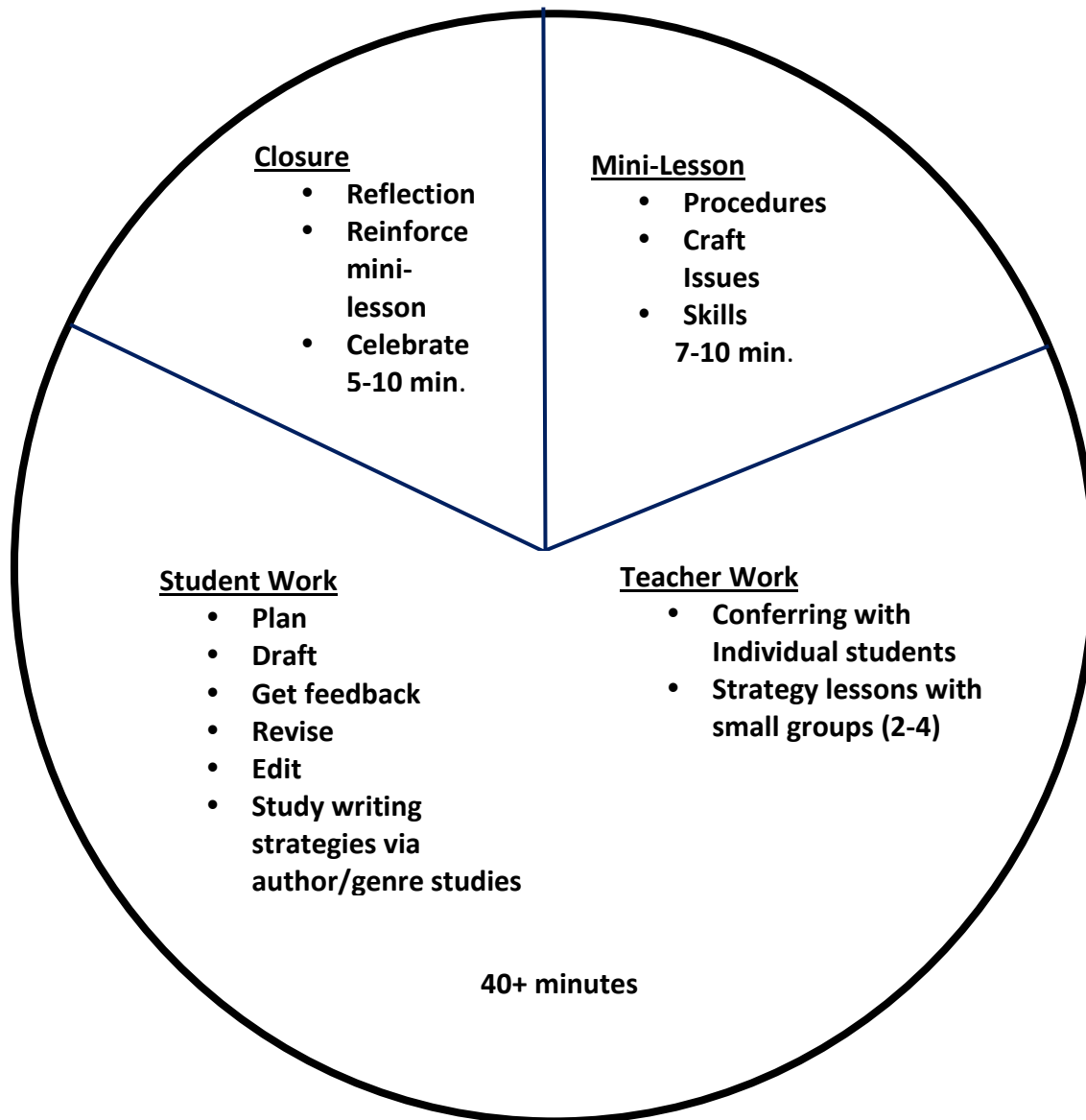
Teacher Strategy 3 circle teacher conferencing

- 1st - circle around the class, greet each student, write or stamp date on their paper.
- 2nd - circle around and give each student a specific goal.
- 3rd - circle around the class and check to see if the student mastered their goal.





Suggestions for pacing your writing time:



Connection: connect to previous lesson

Teach: teacher model through shared writing

Active engagement: guided practice

Link and Closure: lesson wrap up and independent practice

Conferencing: teachers meet with individual students or small groups

The Writing Process

Prewriting



Thinking about a topic, brainstorming,
and planning

Drafting

Putting thoughts on paper in order

Revising

Improve your writing

Editing

Proof read your work
Reviewing and correcting spelling, grammar,
Capitalization and punctuation.

Publish

Create a clean final copy

Share

Sharing final writing with others



Handwriting Formation Guide



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Handwriting Formation

Capital Teaching Order

Developmentally, capitals are easier, so we teach them first. The capital teaching order helps teach correct formation and orientation while eliminating reversals. Learning capitals first makes it easy to transition to lowercase letters.



Frog Jump Capitals

FEDPBRNM

Starting Corner Capitals

HKLUVWXYZ

Center Starting Capitals

COQGSAITJ

Lowercase Teaching Order

We teach lowercase c, o, s, v, and w first because they are exactly the same as their capital partners, only smaller. By teaching capitals first, we have prepared children for nearly half of the lowercase letters that are similar in formation.

c o s v w t a d g u i e l k y j p r n m h b f q x z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Capitals, Numbers, and Lowercase Letters

